

<i>1st</i> <i>Qtr.</i>	<i>Reading Standard</i>	<i>Reading Materials</i>	<i>Writing Standards</i>	<i>Writing Prompts</i>	<i>Grammar Skills</i>	<i>Speaking and Listening</i>	<i>Academic Language</i>
Week _____	Short Informational Text RI.9-10.2 (main idea & key details)	<u>Suggested Readings:</u> “Education and Income: More Learning Is Key to Higher Earnings” http://www.bls.gov/opub/ooq/2006/fall/oochart.pdf	Analysis Writing focused on argument (letter includes details of article) W.9-10.9	Prompt: In a friendly letter, explain to your teacher the importance and significance of your high school journey.	Begin identifying nouns, pronouns, and verbs in the informational text. Review common misused words.	Do you know people who have continued their education beyond high school for their occupation? What kinds of occupations are you interested in?	Potential Significant
Week _____	Short Informational Text RI.9-10.2 (summary writing)	<u>Suggested Readings:</u> “The High Cost of High School Dropouts” http://www.all4ed.org/files/archive/publications/HighCost.pdf “Ethics & The Spotted Owl Controversy” (relates to the rare scarlet ibis) http://www.scu.edu	Analysis Writing focused on argument W.9-10.1	Prompt: In a paragraph, summarize the author’s main claims and evidence used to justify the urgency of the dropout rate in America. Prompt: In a paragraph, summarize the two sides of the spotted owl controversy.	Continue identifying nouns, pronouns, and verbs. Review simple sentences.	Debate which claims you find most persuasive and why.	Debate Indicate